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By-Egermeier, John C.
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The objectives of Project Vision were to undertake a program to encourage reading-improvement and stimulate interest in higher education and vocational information for the students at Chilocco Indian Agricultural School and to provide practice teaching experience to Oklahoma State University Student Teachers. Several activities were undertaken to accomplish this goal including (1) identifying a supervisor of project activities; (2) identifying student teachers interested in teaching disadvantaged students and encouraging them to make school visits; (3) identifying 15 to 20 eleventh graders with high academic potentials and introducing them to campus life; (4) establishing an 8-week accredited summer program at Chilocco aimed at involving student teachers with the Indian students; (5) encouraging a one-week home visit by student teachers to familiarize him with the Chilocco culture; and (6) providing a reading improvement and a vocational information center. Each activity was evaluated, all proving to be relatively successful and substantially meeting the stated objectives. Chilocco personnel indicated an interest in continuing the program. The appendices include further details on the reading program and reports of visits to Arizona, New Mexico, and the Northwest. (CM)

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PROJECT VISION: A FINAL REPORT

Prepared by: John C. Egermeier
John C. Egermeier, Project Evaluator

Submitted by: Loren Davis
Loren Davis, Project Supervisor

Transmitted by: _____
Ralph A. Brann, Project Director

Date: July 1, 1968

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Submitted to
Dr. Carl Marburger
Asst. Commissioner (Education)
Bureau of Indian Affairs.

Project Vision Evaluation Report

July 1, 1968

This is an evaluative report of Project Vision, a program carried out in cooperation with Chilocco Indian School by Oklahoma State University, under contract with the Bureau of Indian Affairs. Under the terms of the contract which extended from April 22, 1967, to May 31, 1968, Oklahoma State University agreed to

> ". . . undertake a program to encourage reading-improvement and stimulate interest in higher education and vocational information within the Students at Chilocco Indian Agricultural School; as well as provide practice teaching experience to Oklahoma State University Student Teachers."

Below are listed the project activities as specified in the contractual agreement and evaluative notes regarding each activity. At the end of the report are recommendations for further improvement of the existing and possible future projects.

> Activity 1: A person from Oklahoma State University will be identified to supervise project activities and to coordinate them with existing programs. He will be a person whose educational and experiential background qualify him to exercise some latitude in the implementation of this program. He will effect continuous assessment of progress toward objectives, reactions by knowledgeable persons, and acceptance of various phases by participating university and Chilocco students. With the approval of the staff of the College of Education and the Superintendent of Chilocco, he will determine phases for emphasis or de-emphasis, as appropriate, and recommend changes that may prove desirable in future operation of the program.

Mr. Loren Davis was appointed project supervisor and served on a one-fourth time basis. He implemented and maintained surveillance over the respective activities of the project. Under his guidance minor changes in programming were made as circumstances dictated.

Activity 2: Oklahoma State University students tentatively selected for doing their student teaching at Chilocco in the 1967-68 school year will be identified and encouraged to make regular visits to the school during the remainder of the present spring semester. These students will attempt to become acquainted with many of the Indian youngsters, especially with those who have been identified as needing help in the objective areas. They will eat with the youngsters, participate in certain recreational activities and act as tutors and advisors in an informal way.

This activity was carried out with very satisfactory results, although it could not be initiated as early as originally intended. The quality of interaction between Chilocco students and Oklahoma State University students was considered to be excellent and in accord with the objectives of the project.

All practice teachers and teachers' aides (activities 4 and 6 below) participated in these visits. In addition, several interested college students who could not be placed for practice teaching at Chilocco, upon learning of this opportunity for service and broadened experience, engaged fully in the visitations and volunteer aspects of the program. As a direct result, at least two are known to have taken action to obtain post-graduation positions associated with professional work with Indian youngsters.

Activity 3: The project supervisor will assist in the indentification of between 15 and 20 eleventh grade youngsters who have the potential for higher formal schooling. The student teachers will make a special effort to become acquainted with those selected. The student teachers will invite the youngsters to spend several days on the Oklahoma State University campus in the middle of May, 1968 to find out what to expect of campus life and to let them know that they would be welcome and at home on a higher education campus. The project supervisor will be responsible for working with Oklahoma State University staff to develop worthwhile activities during the students visits. The student teachers will act as hosts.

Chilocco students were brought to the Oklahoma State University campus in accordance with this objective both in 1967 and in 1968. They were hosted by Oklahoma State University students who were associated with Project Vision. This activity provided both the Chilocco students and the college students an opportunity to learn more of one another and to establish a more accurate perception of the problems faced by Indian youngsters wishing to enter a university. Steps were taken to illustrate for the Chilocco students typical situations of college life. The participants from both institutions expressed satisfaction with the outcome of this activity and indicated that it would be a worthwhile experience for prospective college students at schools for Indian students and for teacher and counselor trainees desiring to work with Indian students.

> Activity 4: An eight-week Oklahoma State Department accredited summer program is planned at Chilocco for the summer. The project supervisor, working with the director of teachers' aides at Oklahoma State University will identify eight student teachers and a faculty member to work in the summer school program. They will assist the Chilocco staff with the summer school classes and, together with the Oklahom State University supervisor, will work with Indian students in group tutoring to assist in preparation for further education by promoting reading improvement, subject integration and acquisition of vocational information. They will seek out ways in which they might work as a team, ways in which course material might be more effectively illustrated, and ways in which information might be made available to students on an individual self study basis. The eight teachers' aides will be divided into two teams, with each team working at Chilocco for a four-week period. The student teachers will live on the Chilocco campus during their four-week tours. The teachers' aides would continue to cultivate their friendships with Chilocco youngsters during the period.

This activity was carried out in the summer of 1967 with a slight change in plan. Teachers' aides were placed for the entire 8-week summer term.

This reduced the planned number of placements to four aides, and three were employed. A highlight of this program was the opportunity offered the visiting aides to live in the student dormitories, thus effecting a more intimate relationship with their Chilocco counterparts. Although some minor procedure problems resulted from this living-in situation, these were more than offset by the advantages. The activity was a new one for these students as well as for the Chilocco staff. Staff members cooperated very well in the program and minor procedural problems which arose were resolved to the mutual satisfaction of all who were concerned. The summer school situation was somewhat more unstructured than the students had anticipated. A more extensive program of procedural orientation would have been helpful. The program was not continued in 1968.

Activity 5: As personal relationships between Indian and university students warrants, the participating Indian youngsters will be encouraged to invite a student teacher to accompany him home for a visit of approximately a week when he returns home in the summer. Although each such visit will be a personal arrangement, project and/or Chilocco staffs will maintain surveillance to insure that such invitation is approved by appropriate Indian Authority-family, tribe, and agency. Such visits are intended to enhance and cement the personal relationship developed in earlier phases, to provide a role model for Indian authority figures who may enter into the decision-making process, and to further the student teacher's preparation for teaching in an Indian school by familiarizing him with the culture of some of the Indian tribes represented at Chilocco. Eight such visits by participating university students, and one supervisory visit by a member of the project staff is programmed.

In July, 1967, two Oklahoma State University students accompanied Chilocco students to their home areas in accordance with the above objective. This proved to be a very rewarding experience for the relatively few individuals who were involved. Two additional Oklahoma State University students participated in this activity in May, 1968. Because of the necessity for flexibility in this activity, it was not possible to assure that satisfactory

arrangements could be made in advance for all phases of the home visit. Their visits placed the participating OSU students in touch with parents, with their Chilocco friends in their home situations, and with educators and other officials concerned with problems related to the Indian social and educational situations. Although scheduling problems--e.g. college graduation conflicting with the Chilocco students' returning home, reduced the number of participants in this activity, those who took part definitely gained experiences that set them apart from the others in their degree of awareness and level of commitment.

In July, 1967, Mr. Loren Davis, Project Supervisor, visited extensively in Navajo areas of Arizona and New Mexico in accordance with the above project objective. In May, 1968, a similar field visit was made to the Northwest. Comprehensive reports of his visits are attached as Appendix B and Appendix C.

> Activity 6: During the 1967-68 school year, those Oklahoma State Univeristy students involved in the preceeding activities will further their student teaching at Chilocco. Each of them will spend a week at Chilocco at the beginning of the school year; the two four-member teams will then spend succeeding eight-week periods during the fall semester. They will be expected to work on campus with the existing staff and the project supervisors will be provided from Oklahom State University through the regular subject matter area supervisors.

Within the framework for student teaching experiences scheduled by the Oklahoma State University College of Education, student teachers are assigned off campus for only the second eight weeks of each semester and remain on campus during the first eight weeks. For this reason, student teachers were located at Chilocco during the latter half of the fall 1967-68 semester and again during the latter half of the spring 1968 semester rather than for consecutive eight - week periods in the fall semester only. Again

because certain criteria for approving sites for student teaching could not be met in some subject areas at Chilocco, only two student teachers were placed there for the fall semester. However, during the spring semester, five student teachers were located at Chilocco, bringing the total number of participants to seven.

During the fall semester the orientation, coordination and supervision provided student teachers at Chilocco was not entirely satisfactory, but in terms of outcomes, the experience proved to be highly beneficial. A much more satisfactory student teaching experience was provided in the spring semester. There was general agreement that the student teachers qualified themselves as prospective teachers at BIA schools, or at other schools for disadvantaged youngsters. In addition the students left the Chilocco school with a strong commitment to work with disadvantaged children and to continue on their own to seek solutions to the persistent problems they encountered in teaching.

Activity 7: A reading improvement center and a vocational information center, will be provided at Chilocco under this program in addition to such centers already in operation for participating Indian students and others of the school. These will be designed for use without assistance, or with pre-professional assistance by teachers aides, student teachers, visiting university students, and when desired, by the Chilocco teaching staff. All pre-professional personnel participating will take advantage of these facilities, not so much to serve their own needs, as to become familiar with their use and to provide an example of self-improvement. They will at all times encourage, and assist as necessary their Indian associates to take advantage of these opportunities for self-improvement and preparation for higher education experience. These facilities are to be provided:

a. The reading improvement center will be equipped with multi-level reading materials, self-evaluation information, reading improvement manuals, and other appropriate materials such as a collection of paper-back books of the Junior Scholastic type, covering informational, recreational, and pre-professional areas. Also provided would be specialized machine aids to reading improvement, reading film and film strips, pacers, and other appropriate equipment of this nature.

b. The Vocational Information Self-help Center will be established for voluntary and assisted use. This will provide the students with access to essential decision-making information. Included would be such publications as Career Monograph Listings, Vocational Encyclopedias, Occupational Handbooks, Career Card Summaries, Occupational Literature Books, Dicionaries of Occupational Titles, and others of this nature. Also provided would be copies of fiction and non-fiction works, appropriate to Indian youngsters, of informational, motivational, and inspirational context.

Both the Reading Improvement Center and the Vocational Information Self-help Center were established about mid-year. Although delayed in starting due to delays in selecting and ordering materials and in obtaining suitable staffing, this activity proved to be one of the most meaningful for students at Chilocco school. The success of this program can be attributed in large part to the quality of the personnel directing and supervising it and to the strong support given it by the administration at the Chilocco school. Attached as Appendix A is a more detailed report of the activities and procedures of the reading facility. As evidence of the favorable evaluation placed in this activity by the Chilocco staff and administration and by other BIA personnel, this activity was expanded during the year to utilize additional available resources not fully expended in other program areas at Chilocco.

Activity 8: As each subsequent school year nears an end and student teachers are finishing their work, future student teachers will be visiting Chilocco as the project moves in full circle. These new participants will be encouraged to make contact with former Chilocco participants who may be in higher education institutions within visiting range. Where feasible, follow-up information will be compiled, and informal steps taken to acquaint authorities at the students' chosen institutions of higher education of the participation of these Chilocco students in this project.

Plans are being developed for carrying out the above activities at the appropriate time. Guidance personnel at Chilocco School cooperated with the Project Supervisor in integrating the operations of this project with the normal functions of assisting able students in locating suitable post high school educational opportunities. Follow-up procedures will be carried on by the Chilocco guidance staff.

Conclusions and Recommendations

In many respects this project was a pilot program. On the basis of experience gained early in this contract period, it was necessary to make minor modifications in the planned program. Certain established procedures for working with students who attended Chilocco School and for placing Oklahoma State University student teachers in practice situations were found to be disparate with the plans for conducting this project. Prior to the seeking of a renewal for this contract, careful consideration should be given to constraints both at Oklahoma State University and at Chilocco School which must be taken into account if a truly operational plan is to be developed. All personnel who will be involved in operating the program should at some point be brought together to assure concensus on the feasibility of all aspects of the program which are to be conducted.

The value of the project in training prospective teachers who will work with Indian youngsters has been clearly demonstrated. The impact of the program upon individual students at Chilocco School can be meaningfully appraised at this time only on a highly tentative basis. A number of students involved in the project are verbalizing an intention to seek post-high school education. It is too early to tell how many will do so, and of those who do, how many will succeed.

Finally, on the basis of interviews with administrative and teaching personnel at Chilocco School, with administrative and staff personnel at Oklahoma State University, and with teacher aides and student teachers from Oklahoma State University who have been involved in the project, it is the opinion of the project evaluator that the project substantially met its stated objectives. Further, it appears that Chilocco school personnel intend to maintain the initiative in a number of program areas convered in the project. Specifically, the reading improvement and vocational information centers, established under this program, will be continued. With termination of Project Vision as such, coordination and support of reciprocal visits and student interaction will of course close. However, Chilocco personnel have indicated that they are interested in continuing this activity and will welcome any effort for doing so. At Oklahoma State University, students with an interest in working with Indian or other disadvantaged youngsters will continue to be identified. In instances where suitable student teaching assignments can be arranged at Chilocco, these students will be placed at that institution.

Appendix A

PROJECT VISION READING PROGRAM

Agnes Clark, Director

SELECTION OF STUDENTS

The students were selected through and with the assistance of Guidance Department personnel who had access to the test scores of the juniors and seniors of Chilocco. The reading students were selected on the basis of the top ten per cent, the Upper Bound students and the juniors who were selected to take the National Merit test which was the upper ten per cent of the juniors. However, any junior or senior who showed a sincere interest to further develop his ability to read was not turned down. They were given a chance to participate after a conference with the reading teacher and it was apparent that they were sincerely interested.

GENERAL SET UP OF THE READING PROGRAM

The reading program was conducted on a voluntary basis for the students and their reading schedule was flexible - they worked primarily on the part of the reading program on which they were weakest but they felt free to work on any of the three basic needs in reading. They generally devoted approximately a third of their time to vocabulary, a third to developing their comprehension and last a third of their time was used to increase their reading rate.

The time schedule for each student varied as they did not come in on a rigid schedule. Some of them stayed for two hours while others only stayed an hour, depending upon the kinds of other activities in which they participated. Attendence was excellent.

Each night that the Controlled Reader was used to emphasize vocabulary, tapes were used. Those were the Bergan Evans Vocabulary Program, volumes one through five with the Vocab Workbook with test on each volume. The students not only heard the correct pronunciation of the word but the meaning as well as the many different uses of the word.

To help the students develop their desire to read, an elaborate library was at their disposal. These were paper back books ranging in difficulty from classic to easy-to-read leisure books.

RECOMMENDATION

It is suggested that in the future that the teacher and the students be given more time to participate in the reading program. It should begin at the beginning of the school term in order that there will be less conflict with the other activities and students thus given even chance to come to the reading program. This was a major factor in the proceeding reading program as some of the students were already scheduled in other activities.

It is also suggested that the teacher be given time to plan the program more carefully and to personally contact the students who are to participate. The teacher should also confer with the other teachers on the campus and inform them of the reading program. Good communication between the reading teacher and other faculty members is essential.

CONCLUSION

The apparent success of the reading program is due to the following qualities: the students had the freedom to choose their own material after a conference with the teacher; they were shown the different levels and difficulty of the reading material; with assistance from the teacher they made

their choice on the level of work they should begin. They were assisted in their work but never told out right that they should do this or that. They had the freedom to work on the material of their own choice. When it became obvious that a student was working longer than his interest or endurance span, then it was suggested they take a break and work on something else. It was often stressed that they get a well-rounded background in reading. By this, it is mean that they are encouraged to work on vocabulary, comprehension and speed. The importance of comprehension and vocabulary were constantly stressed and that some speed was necessary.

It was recommended that a student spend a third of his time on vocabulary a third on comprehension and a third on speed. Some of the student's time was requested by the teacher for the use of the Controlled Reader. The reason for the request that all students use the Controlled Reader was - it has all the three major things being stressed in reading - comprehension, vocabulary and speed. This helped to create in the student a feeling of belonging to a group.

Perhaps the main reason the students liked the reading program was its flexibility. They were free to do the part of the reading program that appealed to them most under teacher direction. They were encouraged to try out new material which was introduced and explained to the students by the teacher with great enthusiasm is very catching and if the student see the teacher enjoy her work and that it is interesting then the student too will be interested and eager to learn.

The students were not made to feel they had to come to the Reading Program but when they did come they were made to feel as if their presence was important. That it was they who made up the whole program. If a student was absent, when this student returned he was made to feel that he was missed. It should be added at this point that this feeling must be sincere. A sincere personal interest in each student is necessary to help any child.

Appendix B

Report of Visit to Arizona and New Mexico

Loren E. Davis, Project Vision Supervisor

Narrative Summary:

I departed Stillwater on July 19, spent that night in Tucumcari, New Mexico; next night in Gallup, New Mexico, and arrived at Navajo Tribal Headquarters at Window Rock, Arizona on Friday, July 21 where I visited with Mr. Stepp, Assistant Area Education Director. I was invited to attend the last two days of an in-service training Institute for teachers of Navajo youngsters being held at Tuba City, and proceeded there.

At Tuba City, I met 36 reservation or near-reservation teachers, the Institute staff from University of Arizona, and Dr. Benham, Area Ecucation Director. I was able to plan a detailed itinerary with the representatitives of the schools present at the Institute. On Sunday I visited Tonalea, where I saw and was told about an adult training program (English as second language), and then Kayenta (Head Start). On Monday, I visited Many Farms (site of a planned community college), Chinle, and Rough Rock Demonstration School. On Tuesday, I revisited Window Rock, met with Mr. Allan D. Yazzie, Chairman of the Navajo Education Committee, and with Mr. John Martin, head of the Scholarship Committee of the tribe. Then I drove to Shiprock, New Mexico, and visited with teachers Mr. and Mrs. Perry of the (public) high school there. I spent Tuesday night on the Jacarillo Apache Reservation at Dulce, New Mexico, and proceeded home.

Major Personages Contacted:

Dr. William J. (Buck) Benham, Jr., Navajo Area Education Director

Dr. Allan D. Yazzie, Chairman of Navajo Education Committee

Dr. John Martin, Chairman of Navajo Scholarship Committee

Dr. Cecil Robinson, Univ. of Arizona, Institute Director

Dr. Mary Jane Cook, Univ. of Arizona, Linguistics

Dr. James F. Downs, Univ. of Arizona, Anthropology

Prof. Irvy W. Goosen, Northern Arizona University, Navajo Language Instructor

Mr. Dillon Petero, Associate Director, Rough Rock Demonstration School

Mr. J. D. Sykes, Supt., Tuba City Boarding School

Miss Vera West, Teacher, Tuba City Boarding School

Mr. Milton A. Roberts, Principal, Red Lake Day School, Tonalea, Arizona

Mr. Austin Miliken, Principal, Chilchinbeto Day School, Kayenta, Arizona

Mr. Maurice E. Jones, Principal Tubac High School, Tubac, Arizona

Miss Lousie Stevens, VISTA Coordinator, Rough Rock Demonstration School

Mrs. Coral Jan Perry, English Teacher and Counselor, Shiprock High School

Mr. John M. Conrad, Journalist and Businessman, Kayenta, Arizona

Mr. Joe Taylor, Resident Engineer, Peabody Mining Company (Black Mesa)

Mr. George M. Coen, Consulting Engineer (Limbaugh Engineers, Albuquerque)

Resource Materials Acquired:

In addition to interacting with persons named above on matters of mutual interest, I was able to acquire for study and reference a number of publications of interest to me, Project Vision, and the University. These include:

Proceedings of the Annual Navajo Education Conferences of 1967, 1965, and 1961 (Other proceedings are available in our library)

Report of the Fifth Annual Navajo Youth Conference

Manual entitled "Workshop for Teachers of Bilingual Students," from the University of Arizona.

The Plan of Operation for an NDEA Institute for Advanced Study and allied materials, prepared by the University of Arizona.

Descriptive materials on Rough Rock Demonstration School, including a reprint from American Education, and curriculum materials (to be sent to me)

Miscellaneous Tribal publications - descriptive and background information on the area, the people, customs, etc., of the Navajo Tribe.

A dozen back issues of the Navajo Times, containing articles of features of interest, plus a year's subscription to this tribal weekly.

My main purposes in this visit were to express our interest in Indian Education, to acquire background information and general knowledge of the Navajo situation, and to give information concerning the operation of Project Vision. Dr. Benham, Mr. Stepp, Mr. Yazzie, Mr. Potero, Mr. Martin, Miss Stevens, and Mrs. Perry showed particular interest in Project Vision, and were encouraging in their judgements, based on long experience working with Navajo youngsters, that this program should prove helpful in meeting the needs of Indian high school students. All were equally enthusiastic about the added experiences being afforded our student teachers through this project. Mr. Potero, Mr. Yazzie, and Mr. Martin asked for copies or information revealed by our evaluation of the project when available.

My own impressions, gained from interaction with the many knowledgable persons, study of resource materials acquired, and first-hand observation,

are so varied, and the problems so complex and enormous that any attempt at summary statement is doomed to gross error. With no attempt to be exhaustive, and recognizing the stated limitations, major impressions are these:

The size of the task. There are perhaps 125,000 Navajos living on or near the Reservation; 46,000 are school-age (6-16) of which all but 4,000 are in schools - 17,453 in public schools on and off the reservation, 21,575 in BIA boarding and day schools. Of these, some 5,200 are in off-reservation high schools like Chilocco, and some 4,000 of the public school students are housed in BIA dormitories in border schools. Navajo population is increasing at triple the overall U.S. rate, - will double in 15 years. This compares to total tribal numbers of some 6,000 at the end of the civil war. No vanishing Americans these!

A tremendous outlay of effort, funds, materials, and human resources is apparent everywhere. New school centers, both BIA and public, fleets of tribal-owned buses to supplement regular transportation, and many dedicated educators are everywhere to be met. New methods are being initiated, tested, and demonstrated. In addition, Navajos benefit from "war on poverty" training programs, BIA relocation training, and other programs.

The cultural barrier is a tremendous limitation on most such efforts. This is more than a language problem or an inadequate background for Anglo Schools. "Conflict in values" has become an academic term which no longer adequately expresses this problem. The idea of a "work ethic" is absent. A Navajo cannot accept Anglo values of getting ahead without rejecting Navajo values of harmony. They equate competitiveness with greed, and despise it.

Also, Anglo teachings disparage and belittle the Navajo heritage, tribal lore, and by extension, the individual. It is highly probable that this conflict creates psychological stresses which block learning and contributes to other social ills.

Alcoholism, for instance, published figures state that 1/3 of the adult population is alcoholic. A recent survey found that 20,000 Navajo school children come from homes where alcoholism is serious enough to adversely affect their school life.

Peyote use may also be a social problem, but data on abuse is hard to acquire. I have a published figure that 45% of Navajos "belong" to the Native American Church (recently recognized), which used peyote in its rites This, in itself, does not indicate abuse of the drug.

The goals of Navajo education are not defined, or are in dispute. Whether we are striving for acculturation (making them over into white men) or whether the aim should be to produce Indians with skills - this is the basic problem. BIA seems to be aiming at acculturation - their schools as well as other programs, such as relocation training, reflect this.

The Tribal Education Division's stated goals speak of (1) unique programs suited to undefined needs of Navajos (2) involvement of parents and tribal leaders in an undefined role (3) development of a public information program and (4) making full use of public funds, such as PL 89-10. They do not and could not spell out the desired end-product of the education program, except for references to "take the best" from the two cultures.

The Rough Rock Demonstration School is an experiment in developing Indians with skills. Its uniqueness is two-fold.

(1) Complete and absolute local autonomy. The school belongs to and is part of the Navajo community.

(2) The cultural identity program - equal time to Navajo history, social life, and language study as to Anglo. Traditional Indians teach crafts, supervise dorms, and visit at will.

The Community College at many farms, being planned, based on OSU's Okmulgee Tech, will be two-track: a 2-to-4 year preparatory school for Senior college, and a 2-to-4 year technical school. Instruction would be in Navajo, except for those who choose to study English in preparation for school or work off the reservation.

Economic opportunities which may open up or be enhanced by such a program of developing "Indians with skills" include tourism, modern irrigation farming, coal extraction, oil production, commerce, and added manufacturing such as the plants of Fairchild and General Dynamics.

Appendix C

Report of Visit to the Northwest

Loren E. Davis, Project Vision Supervisor

This is a report of my recent visits to Indian reservations, agencies, and homes of the Northwest in connection with Project Vision. You will recall that initially a single supervisory visit was envisioned, to cover reservations of New Mexico and Arizona as well as the Northwest. More detailed planning, however, disclosed a lack of surface transportation in the desert areas which dictated that trip to be made by car, while greater distances to the Northwest suggested that air travel would prove preferable for visiting that area. Accordingly, the visits to New Mexico-Arizona were made by car last July, and a report of those visits was submitted upon return. The greater distances involved in the present visits were covered by air travel, with rented car used for local transportation.

The planned departure on Friday, May 24th, did not materialize because Frontier Airlines cancelled its scheduled flight from Stillwater that day. Accordingly, I departed here on Saturday, May 25th, and flew directly to Seattle, arriving there that evening. I had, however, contacted Mr. Gunderson, Education Director, Portland Area Office, BIA, by phone for assistance in planning these visits, so was able to delete Portland from the itinerary, getting back near the planned schedule. On Sunday I visited Indian areas near Seattle-Tacoma (Nisqually-Puyallup-Muckleshoot) and then drove to Yakima. On Monday visited Yakima Area Office, contacted former students of Chilocco who acted as guides to White Swan, Brownstone, and other reservation areas, and arranged to be included in formal briefings being conducted

for visiting educators the next day. On Tuesday I attended these briefings and consulted with education officers and tribal leaders, principally Mr. Robert Meade, BIA Education Specialist and Mr. Stanley Smartlowit, chairman of the Yakima Tribal Education Committee. I then drove to Ellensburg to consult with Dr. Conrad Potter and his associates at Central Washington State College. Information gained in these conferences is reported in some detail below.

On Wednesday, I visited the Colville Area Office and the reservation areas of Colville Agency, Nespelem, and Inchelium, and also observed conditions on the Spokane reservation around Wellpinit en route to the city of Spokane. Thursday was spent on the Cour d'Alene reservation areas. I flew to Great Falls, Montana, that night, and returned to Stillwater the next day.

The main purposes of these visits were to exchange information with other persons interested in finding ways of meeting the educational needs of Indian youngsters; to visit some of the Chilocco youth in their home situations with a view to improving our knowledge of them and of the influences which enter into their educational aspirations; and to acquire background information and general information of the Northwest Indians, particularly the Yakima and Colville tribes.

The major differences noted in these areas from those noted incident to visiting the Navajos must be concerned with differences in cultural values. While my previous observations emphasized the conflict of tribal and modern values, the Northwest Indians seem to be devoid of suitable values of any origin. While the Navajo's traditional "hogan" seems totally inadequate for modern human family existence, it is at least acceptable to him and derives a certain dignity as being part of a way of life that he honors and respects.

On the other hand, the Yakima and Colville no longer cling to a traditional living situation, but that which has been adopted or adapted from the greater culture can only be described as the worst imaginable "rural slums." That any kind of viable self-concept can evolve from such extremely poor home situations is difficult to understand; yet the several 1968 graduates of Chilocco contacted in these areas (some of whose homes were among the worst) were already placed in summer jobs and planning further education in colleges in the area.

The most complete picture of education problems in these areas was received from Mr. Meade and Mr. Smartlowit at the Yakima agency. Major problems are not unique - late entry; low attendance (though up from 80% to 92.4% in five years, vs 94 % for non-Indians in the same public schools); withdrawls (up to 300 per year in grades 1-8; some may be transfers without continuity, but recent estimates are that dropouts, cumulative in grades 1 through 12, run some 70% total); and retardation below grade level. Interestingly, with some 1485 students in public schools on and near the reservation and only 105 in boarding schools such as Chilocco, the boarding schools produce more high school diplomas annually than do the public schools. Moreover, Yakima Indians in public high schools earn a cumulative grade point average of 1.74 as opposed to that of 2.80 from the boarding schools. These figures must be interpreted in the light of different standards and levels of competition in the two types of schools. Nevertheless, the evaluation of these officials is definitely that their students who attend boarding schools surpass those in public schools, even though the criteria for assignment to boarding schools is the same as we have known it - poor home situation, truancy, inability to adjust to school, or other situations of detrimental impact.

Two programs were encountered which are of interest to us because of features and/or objectives which bear similarity to aspects of Project Vision:

Camp Chapparal is a Yakima-owned youth camp in the mountains of the reservation. This experiment converts this residential recreational area into a remedial school for 50 boys and 50 girls per 4-week session; two sessions per summer. The criterion for selection of students is scoring two years below grade level based on California Achievement tests. The school is non-graded, based on ability groups of ten students, each with one specially-selected teacher and one Indian aide. The objectives of this remedial education experiment are:

1. Change in attitude.
2. Acquisition of basic knowledge.
3. Placement at realistic levels of ability, regardless of age or classification in school, in order to
4. Permit and provide experience of success in school subjects.

There are six instructional periods each day in Math, English, Reading, and Sciences, with each student doubling up in his weakest areas. All learning is programmed; there are no texts; no prescribed pace; and extensive use is made of the outdoors setting (e.g. in science). This program has been so successful (up to 12 months growth in 4 weeks as assessed by independent evualuations) that 4 other such centers are currently being added to the operation. Publications pertaining to this experiment are It Can Be Done and the sequel It Is Being Done, both published by the Bureau of Indian Services of the University of Utah. The overall aim of this experiment, and the major role of Bureau educators in the Northwest, is to demonstrate a method and a concept, and to "sell" it to the public schools, which bear

total responsibility for the actual programs of education at public school levels.

The Yakima Valley Center for Improvement of Rural Education is a project of Central Washington State College under the direction of Dr. Conrad Potter. Like Project Vision, it relies heavily on personal interaction between college-oriented peers and Indian (and migrant)youth. Unlike Project Vision, which depends on reciprocal home and school visits for opportunities for interaction, the CWSC student participants will reside, serve, and study in the Center in preparation for placement as practice teachers in the area schools. The general plan of operation, which Dr. Potter cautions may be overoptimistic for initial realization, is as follows:

The Center will be constructed on grounds adjacent to the Yakima Tribal Agency offices and Tribal headquarters. It will consist of aspects dealing with community service, health services, rural education curriculum center, counseling and advisement services, adult education, home visitation services, classrooms and tutoring services, and living areas for staff and assigned students engaged in teacher aide training and practorium. CWSC students assigned will receive residence credit for the services performed and experience gained, and for 'blocks' of courses to be taught at the center, which will include such subjects as sociology, anthropology, and educational psychology, all taught in the context of their specific involvement. At the conclusion of the semester's practorium, students will perform supervised practice teaching or other internship assignments in the area of choice or of need. Students will participate in groups of 25, eventually will involve 2 groups at the Center and one assigned to practice teaching, for a total of 75 student participants per year.

I have copies of this proposal, and we have been placed on Dr. Potter's mailing list for subsequent information and materials.

In summary, the major impression which I received on these visits was that, with regard to solving problems of Indian Education, money alone will not do the job. The Yakima and Cour d'Alene Indians in particular seem to be well supplied with funds for education. (Yakima money comes from timber operations, not salmon rights as I had thought). For instance, we were told that each Yakima youth has a $7,000 trust fund for education in his own name, and the tribe is able and willing to supplement this fund for any useful education purpose, is currently supporting some 60 students in colleges and universities in 18 continental states and Hawaii. The answer, insist these officials, must be found in the aspirational-motivational area such as we have attempted on a minor scale in Project Vision, and as others, as Dr. Potter, are trying on a much more extensive and more continuing basis.